DOCUMENT RESUME

ED 124 670 UD 016 121

AUTHOR Porter, John W.
TITLE Jobs, Dollars and Race From an Educator's Perspective: Urban Education in a Pluralistic Society.
PUB DATE Jul 75
NOTE 26p.; Speech delivered before National Urban League annual meeting (Atlanta, Georgia July 1975)

EDRS PRICE MF-$0.83 HC-$2.06 Plus Postage.
DESCRIPTORS *American History; *Cultural Pluralism; Educational Background; Educational Change; *Educational Needs; *Educational Planning; *Educational Problems; Employment Opportunities; Ethnic Groups; Minority Groups; Preschool Programs; Social Systems; Urban Areas; Urban Culture; *Urban Education

ABSTRACT

That 1975 has ushered in a new and different way of thinking and reacting to public education at all levels as well as reflecting consumerism, confrontation, and conciliation is the main message of this paper. What follows is an attempt to place urban public schooling within the context of America, 1975. The short era of equal educational experience, in contrast to the two long standing eras of competitive privilege is drawing to an abrupt close unless an immediate change of direction in public policy emerges, as happened in 1954. What is most urgent today is not better urban education but a national full employment policy that guarantees to every high school graduate capable of work, a decent job and wage. Also needed in terms of bearing or early childhood education is a combination of new preschool programs with an emphasis on the responsibility of parenting. In conclusion, it urged that four specific areas of urban education become focal: parenting as an extension of the preschool movement; a shift from educator preference to schooling objectives; the development of a full employment program; and, relating urban education to the process of life-long learning. (Author/AM)

**********
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
**********

# JOBS, DOLLARS AND RACE FROM AN EDUCATOR'S PERSPECTIVE

## URBAN EDUCATION IN A PLURALISTIC SOCIETY

ED124670

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

PREPARED AND DELIVERED
BY
JOHN W. PORTER
STATE OF MICHIGAN
SUPERINTENDENT OF PUBLIC INSTRUCTION

NATIONAL URBAN LEAGUE ANNUAL CONFERENCE
MARRIOTTE HOTEL - ATLANTA, GEORGIA

JULY, 1975

UD 016121

JOBS, DOLLARS AND RACE FROM AN EDUCATOR'S PERSPECTIVE

URBAN EDUCATION IN A PLURALISTIC SOCIETY

LADIES AND GENTLEMEN.

MY MESSAGE THIS MORNING IS SIMPLE, BUT ITS RAMIFICATIONS HAVE ENORMOUS IMPLICATIONS FOR SOCIAL PLANNERS SUCH AS OURSELVES.

THAT MESSAGE IS ..... THAT 1975 USHERED IN A NEW AND DIFFERENT WAY OF THINKING AND REACTING TO PUBLIC EDUCATION AT ALL LEVELS. WE'RE IN THE NEW ERA OF CONSUMERISM, CONFRONTATION AND CONCILIATION. WHAT I WANT TO DO THIS MORNING IS PLACE URBAN PUBLIC SCHOOLING WITHIN THE CONTEXT OF AMERICA, 1975.

WHETHER YOU WANT TO ACCEPT IT OR NOT, WE'VE MOVED OUT OF THE ERA OF EQUAL EDUCATIONAL EXPERIENCES, USHERED IN DURING 1954, AND FEW OF US YET COMPREHEND THIS FACT OF LIFE.

I, ALONG WITH MANY OF YOU, AM DESPONDENT OVER THIS FACT, PRINCIPALLY BECAUSE THE GOAL WE SOUGHT IN THE NAME OF EQUAL EDUCATIONAL EXPERIENCES, THAT BEING AN "INTEGRATED SCHOOLING" FOR BLACK AND WHITE AMERICANS WAS AND STILL IS LAUDABLE, AND I CONTINUE TO SUPPORT IT, BUT REALITY IS REALITY.

IT IS BECOMING INCREASINGLY IMPRACTICAL TO PURSUE THAT GOAL IN OUR MEGALOPOLIS, WHERE 90 PERCENT OF BLACKS RESIDE, NOT ONLY BECAUSE OF LOGISTICS, BUT MORE IMPORTANTLY, BECAUSE OF CHANGING ATTITUDES, COMPETING FORCES, AND RAPIDLY CHANGING CLASS STRUCTURES.

AMERICA BEGAN ITS SOCIAL EXPERIMENT JUST 200 YEARS AGO THIS MONTH, WITH EDUCATION OR SCHOOLING NOT BEING A PRINCIPLE COMPONENT, AND BLACKS NOT BEING PART OF THE PROCESS. FOR NEARLY 100 YEARS, FROM 1776 TO 1874, THE LITTLE RED SCHOOL HOUSE HELD SWAY ON A PREMISE OF INITIATIVE, INDIVIDUALISM, AND IDENTITY FOR WHITE'S ONLY.

IN 1874, ENLIGHTENED MICHIGAN JURIST SET THE STAGE FOR 80 YEARS OF SCHOOLING BASED UPON A SYSTEM OF SORTING, SCREENING AND SELECTING. A SYSTEM UNPARALLED ANYWHERE IN THE WORLD FOLLOWED ON THE HEELS OF THIS DECISION. A SYSTEM WHEREIN...

1. OUR TEACHERS WERE TRAINED BY COLLEGES TO TEACH THE THREE S's. (SORTING, SCREENING AND SELECTING)

2. OUR TEXTBOOK PUBLISHERS SOLD THEIR BOOKS IN TERMS OF THE THREE S's.

3. OUR GRADE CARDS WERE DESIGNED TO PERPETUATE THE THREE S's.

4. OUR TESTING OF CHILDREN WAS PREDICTED UPON THIS SAME PRINCIPLE, AND,

5. OUR SCHOOLS WERE MANAGED ACCORDING TO THIS PREMISE WITH TIME AND STANDARDIZING OF CLASSROOM INSTRUCTION BEING THE CONTROLLING FACTOR OF STUDENT LEARNING AND PERFORMANCE.

THESE 5 SACRED COWS STILL SURVIVE IN MANY URBAN PUBLIC SCHOOLS. SOME OF US AND MANY IN THIS ROOM HAVE BEEN ABOUT THE BUSINESS OF ATTACKING EACH OF THE ABOVE 5 "SACRED COWS" SINCE THE ADVENT OF THE U. S. SUPREME COURT DECISION OF 1954, WHICH IN MY OPINION, WENT FURTHER THAN DISMANTLING THE "SEPARATE BUT EQUAL DOCTRINE."

THAT DECISION, IN MY OPINION, SET THE NATION ON A NEW COURSE OF PUBLIC EDUCATION POLICY, WHICH CAN BE CHARACTERIZED AS EQUAL EDUCATIONAL EXPERIENCES, THE THREE E's.

WITH THE IMPETUS OF THIS DECISION, WE AS SOCIAL PLANNERS HAVE, IN THIS THIRD QUARTER OF THE 20TH CENTURY, PARTICIPATED IN SUCH NOTABLE VENTURES IN THE NAME OF "EQUAL EDUCATIONAL EXPERIENCE" AS:

| | |
|---|---|
| DESEGREGATION | (1954) |
| TITLE I | (1965) |
| STATE STUDENT ASSESSMENT | (1969) |
| FREE TEXTBOOKS | (1970) |
| ACCOUNTABILITY | (1971) |
| INDIAN EDUCATION | (1973) |
| BILINGUAL | (1974) AND SOME ASPECTS OF |
| TITLE IX ON SEX DISCRIMINATION | (1975) |

I MUST SADLY STATE THIS MORNING THAT THE SHORT ERA OF "EQUAL EDUCATIONAL EXPERIENCE", IN CONTRAST TO THE LONG-STANDING TWO ERAS OF "COMPETITIVE PRIVILEGE" IS DRAWING TO AN ABRUPT CLOSE, UNLESS AN IMMEDIATE CHANGE OF DIRECTION IN AMERICAN PUBLIC POLICY EMERGES, AS EMERGED IN 1954.

WHY? ... LET'S TAKE A LOOK...

URBAN INADEQUATE FINANCING SINCE 1950;

RESEGREGATION SINCE 1954;

TEACHER NEGOTIATIONS ONLY SINCE 1965;

SKY ROCKETING COST SINCE 1968;

ENVIRONMENT AND ENERGY CONSTRAINTS SINCE 1969;

DECLINING ENROLLMENT ONLY SINCE 1970;

AGE OF MAJORITY SINCE 1971;

JOB OPPORTUNITIES DECLINING SINCE 1972;

WOMEN'S RIGHTS SINCE 1974.

YOU CAN'T HAVE EQUAL EDUCATIONAL EXPERIENCES WHILE SO MANY COMPETING SOCIAL FORCES ABOUND. GIVEN OUR EXISTING PUBLIC POLICY I MUST CONCLUDE THAT OUR NEW COURSE "BOILS DOWN TO HE OR SHE WHO GETS THE VOTES GETS THE BREAD."

ALTHOUGH ITS STILL TOUGH BEING A MINORITY, ITS BECOMING CLEAR THAT NO LONGER IS IT ONLY A MATTER OF WHETHER YOU'RE BLACK OR WHITE AS MUCH AS IT IS WHETHER YOU HAVE THE RIGHT CONNECTIONS AND INFLUENCES.

IT IS NOT ONLY A WHOLE NEW BALL GAME, BUT MANY OF US DON'T EVEN KNOW THE RULES BY WHICH THE GAME IS BEING PLAYED IN THIS YEAR OF 1975.

WITHOUT ADDRESSING FORTHRIGHTLY THE ISSUES OF THE DAY, WE CAN EXPECT GENERATION AFTER GENERATION OF OUR YOUTH, EYE-BALLED TO THE T.V. SOAP OPERAS IN THE DAYTIME AND SOME OF THEM SEEKING DRUG RELATED EXPERIENCES IN THE EVENING, UNLESS THE EVER-WIDENING GAP BETWEEN URBAN SCHOOLING, EDUCATION AND THE WORLD OF WORK IS CLOSED CONSIDERABLY.

WE, THE ARCHITECTS OF THE PROPOSALS PUT FORTH IN THE PAST 21 YEARS TO ACHIEVE THE GOAL OF EQUAL EDUCATIONAL EXPERIENCES, ARE IN ONE SENSE, THE PERPETRATORS OF THE DEMISE OF THE GOAL, FOR IN OUR SOCIAL PLANNING:

--- AMERICA DISMANTLED ITS DUAL SYSTEM OF SCHOOLS.

--- ATHLETIC BLACKS WERE ASSIMILATED ON CAMPUSES AT ALABAMA AND NORTH CAROLINA STATE RATHER THAN MICHIGAN STATE AND GRAMBLING COLLEGE.

--- BUSINESS OPENED ITS ARMS JUST WIDE ENOUGH TO ABSORB OUR TALENTED FEW IN THE NAME OF FAIR EMPLOYMENT PRACTICES.

--- AND, REALTORS SOON REALIZED THAT THERE WAS A PROFIT IN OPEN HOUSING AS WELL AS IN BLOCK BUSTING.

NO DOUBT ABOUT IT, SOME OF US ARE BETTER OFF BECAUSE OF IT, BUT THE UNFORTUNATE FACT IS, THE MASSES ARE WORSE OFF NOW IN MANY RESPECTS THAN IN 1954, AND THIS IS SADLY TRUE FOR URBAN PUBLIC SCHOOLS.

VERNON JORDAN, OUR YOUNG DYNAMIC LEADER, HAS REMINDED US THAT "THERE IS NO QUESTION BUT THAT AMERICA IS IN DEEP CRISIS TODAY."

--- ONE OUT OF EVERY FOUR BLACK WORKERS IS UNEMPLOYED.

--- HALF OF ALL BLACK TEENAGERS ARE OUT OF WORK.

--- THE MAJORITY OF THE BLACK JOBLESS ARE INELIGIBLE FOR ANY KIND OF UNEMPLOYMENT BENEFITS.

--- BLACK LABOR FORCE PARTICIPATION HAS BEEN DECLINING FOR YEARS, INDICATING THAT LACK OF OPPORTUNITY AND TRAINING IS KEEPING LARGE NUMBERS OF PEOPLE EVEN FROM LOOKING FOR WORK.

--- AS MANY BLACKS ARE OUT OF WORK TODAY AS IN THE DAYS OF THE GREAT DEPRESSION OF THE 1930's.

--- THE TYPICAL BLACK FAMILY EARNS ABOUT HALF OF WHAT THE GOVERNMENT ITSELF SAYS IS THE LEVEL NEEDED FOR A MODERATE, MIDDLE CLASS LIVING STANDARD WITH NO FRILLS -- $14,300.

--- FEDERAL ECONOMISTS PREDICT HIGH UNEMPLOYMENT AND HIGH INFLATION RIGHT THROUGH TO THE END OF THE DECADE.

EVEN WITH SUCH STARTLING STATISTICS BY VERNON JORDAN, MANY BLACK AMERICANS STILL CLING TO THE BELIEF THAT URBAN PUBLIC EDUCATION

--- CAN AND SHOULD RIGHT THESE WRONGS,

--- CAN GET AMERICA ROLLING AGAIN, AND

--- CAN CLOSE THE GAP BETWEEN WHAT TELEVISION TELLS US EVERY AMERICAN WANTS AND SHOULD HAVE, AND WHAT THEY DO INDEED PURCHASE.

YOU AND I KNOW THAT PUBLIC EDUCATION IS A FOLLOWER, NOT A LEADER. PUBLIC EDUCATION CANNOT CORRECT THESE WRONGS UNLESS COMMUNITY DEMANDS AND NATIONAL POLICY SETS THE DIRECTION.

YOU AND I KNOW THAT WHAT IS MOST URGENT TODAY IS NOT BETTER URBAN EDUCATION (ALTHOUGH BETTER URBAN SCHOOLING MUST BE ACHIEVED) <u>BUT A NATIONAL FULL EMPLOYMENT POLICY THAT GUARANTEES, TO EVERY HIGH SCHOOL GRADUATE CAPABLE OF WORK, A DECENT JOB AT A DECENT WAGE.</u>

WE KNOW THIS REGARDLESS OF THE STATISTICS BECAUSE:

--- POLICEMEN AND FIREMEN ARE BEING FURLOUGHED.

--- CRIME IN INNER-CITY IS OPPRESSIVE.

--- INFLATION IS AT AN ALL-TIME HIGH.

--- MINORITY GAINS ARE LOSING OUT TO WOMEN'S RIGHTS.

--- MANY SCHOOLS ARE IN TURMOIL.

--- DRUGS ARE RAMPANT.

--- MIDDLE-CLASS BLACKS AND WHITES TOGETHER ARE FLEEING TO THE SUBURBS.

HOW IN THE WORLD DO THE POLICY-MAKERS BELIEVE OUR YOUTH --- THOSE NOT ATHLETICALLY OR ACADEMICALLY SUPERHUMAN --- ARE GOING TO STAY IN URBAN SCHOOLS WITH THE OUTLOOK AHEAD WHEN...

--- WE STILL DON'T KNOW HOW TO <u>REACH</u> AND <u>TEACH</u> MOST INNER-CITY CHILDREN TO OFF-SET SOCIO-ECONOMIC CONDITIONS.

--- WE STILL DON'T KNOW HOW TO PREPARE TEACHERS TO RELATE AND DEBATE OUR YOUTH WHO FIND THE SYSTEM REPUGNANT.

--- WE STILL HAVE FAILED IN PRICKING THE AMERICAN CONSCIENCE TO REALIZE THAT "UNITED WE STAND" BUT "DIVIDED BY DISTRICT BOUNDARIES WE ALL FALL."

I CONTEND THIS MORNING THAT OUR FUTURE SUCCESS WILL DEPEND UPON THE FORMULATION OF A NEW POLICY. SO, WE ARE ASSEMBLED HERE TODAY, 21 YEARS AFTER BROWN, TO ANSWER THE QUESTION AS TO WHICH WAY SHALL WE GO...

--- SHALL WE "RESOLVE" TO REDOUBLE OUR EFFORTS TO ACHIEVE "EQUAL EDUCATIONAL EXPERIENCES" WHEN URBAN SCHOOL DISTRICT AFTER SCHOOL DISTRICT IS BECOMING 90 PERCENT BLACK AND 10 PERCENT WHITE?

OR . . .

--- SHALL WE "FORMULATE HERE AND NOW A NEW PUBLIC POLICY CONSISTENT WITH THIS NEW ERA OF CONSUMERISM, CONFRONTATION AND CONCILIATION."

AS A LAY MEMBER OF THE PRESIDENT'S NATIONAL COMMISSION ON MANPOWER POLICY, I AM EXTREMELY CONCERNED ABOUT THE ARTICULATION BETWEEN ONE'S EDUCATION AND ONE'S JOB, BETWEEN SCHOOLING AND WORKING, AND I WANT THE URBAN LEAGUE TO HELP DO SOMETHING ABOUT THAT RELATIONSHIP WHICH IS BECOMING EVER WIDER DAY BY DAY.

ALTHOUGH MY MAJOR RESPONSIBILITY IS THE SCHOOLING PROCESS, IT WON'T WORK WITHOUT AN EQUAL AMOUNT OF ATTENTION ON MY PART AND YOURS, GEARED TO ALL OF OUR LIFE SPAN SEQUENCES.

AS WE IN THE EDUCATIONAL ARENA CONJUGATE TODAY ON THE THEME OF "JOBS, DOLLARS AND RACE" WE SHOULD ALWAYS KEEP IN MIND THAT AMERICAN LIFE IS DIVIDED RATHER RIGIDLY INTO FOUR LIFE SPANS:

--- REARING
--- SCHOOLING
--- WORKING, AND
--- RETIRING

AGE BREAKS IN THESE FOUR SPANS HAVE VARIED OVER OUR 200 YEAR HISTORY, BUT THEY REMAIN CLEARLY DISTINGUISHABLE IN AMERICAN LIFE. IT SEEMS IT IS NOW TIME FOR THOSE OF US

ASSEMBLED HERE TO CHART A NEW EDUCATION COURSE DURING THIS LAST QUARTER OF THE 20TH CENTURY. A COURSE WHICH RECOGNIZES THAT MANY OF THE ACTORS OF TODAY TEND TO CONCENTRATE MOSTLY ON CONSUMERISM, CONFRONTATION, AND CONCILIATION, RATHER THAN EQUAL EDUCATIONAL EXPERIENCES.

I

I WOULD, THEREFORE, PROPOSE THAT WHAT'S REALLY NEEDED IN TERMS OF "BEARING" OR EARLY CHILDHOOD EDUCATION SEQUENCES IS A COMBINATION OF PRE-SCHOOLS AND NEW PROGRAMS WITH EMPHASIS ON THE "RESPONSIBILITY OF PARENTING."

THE EXPERIENCES OF THE FIRST FEW YEARS OF LIFE DETERMINE THE EXTENT TO WHICH MOST CHILDREN WILL BE ABLE TO PROFIT FROM AND ENJOY URBAN SCHOOLING AND FREEDOM OF OPPORTUNITY IN A FREE SOCIETY.

AS U.S. COMMISSIONER OF EDUCATION, TED BELL, RECENTLY OBSERVED:

> "BEFORE CHILDREN REACH KINDERGARTEN
> MANY OF THEIR HABITS FOR LEARNING,
> ARE LARGELY ESTABLISHED CHARACTERISTICS,
> AND THEY ARE IMPRINTED MOST OFTEN BY THE
> PARENTS."

ALONG WITH FOCUSING OUR ENERGY AND RESOURCES ON "PRE-SCHOOLING", I PROPOSE THE URBAN LEAGUE TAKE THE LEAD IN BUILDING INTO PARENTING FROM THE HOSPITAL TO THE SCHOOL, A PARENT-WORK PROGRAM TO BETTER ASSURE THAT OUR CHILDREN, PARTICULARLY THE DISADVANTAGED, ARE ACQUIRING THE BASIC SURVIVAL TOOLS NEEDED FOR THIS NEXT CENTURY.

SUCH A PROPOSAL HAS WITHIN IT AT LEAST TWO UNIQUE FEATURES:

FIRST: IT INVOLVES THE PARENTS MORE THAN EVER BEFORE IN THE EDUCATIONAL REARING OF THEIR CHILDREN, RATHER THAN LEAVING THE MAJOR TASK TO PROFESSIONALS ALONE, AND INDEED, COULD BECOME A UNIQUE SCHOOLING FOR THE PARENTS.

SECOND: IT PRESUPPOSES SOME TYPE OF MONETARY INCENTIVE THAT IN MANY INSTANCES COULD NOT ONLY HAVE IMMEDIATE IMPACT UPON WELFARE ROLLS, BUT IN THE LONG RUN COULD CHART A NEW COURSE DIRECTION IN TERMS OF FULL EMPLOYMENT GOALS FOR THOSE PARENTS WHO CAN'T FIND JOBS.

I DON'T BELIEVE THE URBAN SCHOOLS CAN WAIT ANY LONGER TILL KINDERGARTEN TO BEGAN INTER-ACTING WITH PARENTS AND CHILDREN.

## II.

AS WE LOOK AT SCHOOLING, OUR SECOND MAJOR LIFE FOCUS, WE NEED TO REALIZE THAT THE VARIANCE BETWEEN SCHOOLING AND EDUCATION HAS WIDENED, OUR EXPECTATIONS FOR CHILDREN AND YOUTH HAVE CHANGED, AND NEGOTIATIONS OF THE PAST TEN YEARS CALLS FOR A NEW APPROACH IF WE ARE TO ACHIEVE A BETTER RELATIONSHIP BETWEEN SCHOOLING AND PREPARATION FOR ADULT LIFE.

THAT'S WHY WE HAVE PROPOSED, FOR THE COUNTRY TO CONSIDER, THE MICHIGAN EDUCATION ACCOUNTABILITY MODEL WHICH IS A NEW WAY OF THINKING AND DOING THINGS IN EDUCATION: IT IS BASED UPON FIVE PRINCIPLES THAT:

--- SEPARATE EXPECTATIONS FROM TEXTBOOKS.

--- REQUIRE MEASURABLE PERFORMANCE OBJECTIVES.

--- PLACES EMPHASIS UPON STUDENT NEEDS APPLIED AGAINST SPECIFIC CRITERIA.

--- ASSUMES CHANGE TAKES PLACE IN SCHOOL BUILDINGS RATHER THAN IN SCHOOL DISTRICTS, AND

--- ABOVE ALL ELSE, ENCOURAGES A MEETING OF THE NEEDS OF THE LOWER ONE-FIFTH.

IT IS A PHILOSOPHY:

--- WHICH ASSUMES EVERY STUDENT CAN SUCCEED IN THE SCHOOL, AND CHALLENGES SCHOOL BOARDS AND EDUCATORS TO SEE THAT IT HAPPENS.

--- WHICH SHIFTS EFFECTIVENESS FROM INPUTS TO OUTPUTS, AND CALLS UPON SCHOOL BOARDS AND EDUCATORS TO ASK THE RIGHT QUESTIONS AND GET THE APPROPRIATE ANSWERS.

--- WHICH HOLDS EVERYONE INVOLVED ACCOUNTABLE FOR THE PRODUCT AS WELL AS THE PROCESS, INCLUDING THE POLICYMAKING SCHOOL BOARDS, THE EDUCATORS, THE PARENTS AND THE STUDENTS.

THE ROLE OF THE URBAN SCHOOL IN THIS LAST QUARTER OF THE 20TH CENTURY IS TO PROVIDE ITS STUDENTS WITH TRAINING, EDUCATIVE, CELEBRATIVE AND EVEN REMORSEFUL EXPERIENCES IN ORDER THAT THEY MAY ENJOY AND APPRECIATE A MORE FULFILLING ADULT LIFE.

EVEN THOUGH THE FUNCTIONS ASSIGNED TO SCHOOLS CONTINUE TO BE THE FIVE BASIC FUNCTIONS WHICH HAVE EXISTED FOR 200 YEARS:

CUSTODY
SOCIALIZATION (EXPLAINED VERBALLY)
SELECTION
INSTRUCTION, AND,
PLACEMENT

WE MUST REALIZE THAT PERFORMING THESE FUNCTIONS HAS CHANGED DRASTICALLY. IN A POLITICAL SENSE, WE'VE GOT TO REALIZE THAT SCHOOLS CAN NOT BE RUN NOW LIKE THEY WERE RUN EVEN TEN YEARS AGO, LET ALONE 25 YEARS AGO.

PUBLIC EDUCATION AS WE KNOW IT WILL DRIFT BY THE "BYE" IF WE AREN'T ATTUNED TO THE TIMES. I WOULD, THEREFORE, PROPOSE ALSO THAT THE URBAN LEAGUE TAKE THE LEAD IN DRAMATIZING THE NEED FOR A SHIFT FROM EDUCATOR PERSONAL PREFERENCE TO SCHOOLING ORGANIZATIONAL OBJECTIVES.

SCHOOLING MUST BECOME, IN PRACTICE AS WELL AS IN PRINCIPLE, AN INTEGRAL PART OF THE LIFE SEQUENCE, NOT A PART FROM IT, NOT FOR A SELECTED FEW, BUT FOR ALL WHO WANT TO PARTICIPATE IN THE GOOD LIFE. THERE IS A DIRECT CORRELATION BETWEEN JOBS, DOLLARS AND RACE AND THE PLIGHT OF THE URBAN SCHOOL SYSTEM.

## III

IN THIS REGARD, IT IS NOW BECOMING ABUNDANTLY CLEAR THAT A MAJOR ADJUSTMENT IN OUR WORKING OPPORTUNITIES IS GOING TO HAVE TO TAKE PLACE IF URBAN SCHOOLING IS TO REMAIN

A VIABLE PART OF OUR AMERICAN TRADITION. I REACH THIS RATHER PESSIMISTIC CONCLUSION AS A RESULT OF OUR RAPIDLY ACCELERATING TECHNOLOGICAL AND SCIENTIFIC ADVANCES AS COMPARED TO OUR SLOWLY CHANGING SCHOOLING PROCESS.

FOR IF WE BECOME COMMITTED TO A NEW COURSE OF DIRECTION, WHICH I SHALL LABEL "CAREER EDUCATION" AND IF WE CONTINUE TO RELY UPON OUR "FREE ENTERPRISE SYSTEM" TO PRODUCE JOB OPPORTUNITIES, THIS COUNTRY WILL BE HEADED FOR A MAJOR SOCIAL EXPLOSION BEFORE THE END OF THIS CENTURY. FOR AS JAMES O'TOOLE RECENTLY OBSERVED:

> "A PORTENTOUS SOCIAL PATTERN IS BEGINNING TO EMERGE IN MANY INDUSTRIALIZED NATIONS. IN SOCIALIST AND CAPITALIST ECONOMIES ALIKE, INCREASING NUMBERS OF HIGHLY QUALIFIED WORKERS WHICH ARE UNABLE TO FIND JOBS THAT REQUIRE THEIR SKILLS AND TRAINING."

THIS PROBLEM CAN BE EASILY TRACED BACK TO THE SCHOOL, FOR WHEN SCHOOLS PERFORMED THEIR FUNCTION AS SELECTOR, SCREENER AND SORTER, THE SYSTEM WAS COMPATIBLE, BUT WHEN SCHOOLS TURNED AWAY, FOLLOWING 1954, FROM BEING THE INSTRUMENTS OF STRATIFICATION TO BEING GREATER SOCIAL EQUALIZERS, HOPE WAS GIVEN THE BLACK, LATINOS, NATIVE AMERICAN, THE FEMALE, AND

THE HANDICAPPED, WITH NO APPARENT CHANGE IN OUR NATIONAL POLICY OF JOB GENERATION.

THIS RATHER UNRECOGNIZED PHENOMENON IS NEW IN HUMAN ENDEAVOR, YET UNTESTED IN THE FREE WORLD MARKET PLACE UNTIL NOW. AS O'TOOLE HAS STATED:

--- WHAT IS NEW IN HISTORY IS THAT THE MASSES ARE NOW ALMOST AS WELL EDUCATED AS THE ELITE.

--- NEW FORMS OF CLASS POLARIZATION ARE NOW EMERGING WHICH AFFLICT EVEN THE SOCIALIST COUNTRIES.

--- SOCIETY'S REFLEX RESPONSE TO SUCH PROBLEMS HAS BEEN TO LAY HEAVIER STRESS ON THE VALUE OF EDUCATIONAL CREDENTIALS.

--- AS IT BECOMES CLEAR THAT EDUCATION WILL NOT PAY OFF AS PROMISED, THERE IS A VERY REAL POSSIBILITY OF A MASSIVE BUILD-UP OF DISILLUSIONMENT AND A SENSE OF BETRAYAL AMONG THOSE STUCK WITH A "BAD INVESTMENT".

--- THEN THE IMPORTANT FUNCTIONS OF SCHOOLING FOR SELF-DEVELOPMENT, LEISURE, FAMILY, AND CITIZENSHIP WILL ALSO BE IMPERILED.

--- ADDED TO THIS IS THE FACT THAT WORK WAS PURELY INSTRUMENTAL FOR THE GREAT MAJORITY OF WHITE WOMEN — AND NOT A PRIMARY SOURCE OF IDENTITY AS IT WAS FOR MEN. TODAY, HOWEVER, A GROWING NUMBER OF WOMEN WANT AND EXPECT THE SAME PSYCHOLOGICAL AND SOCIAL REWARDS FROM WORK THAT MEN RECEIVE — A SENSE OF IDENTITY, SELF-ESTEEM, AND MASTERY (IN ADDITION, OF COURSE, TO BEING PAID AS MUCH AS MEN FOR THE SAME WORK).

OUR FREE ENTERPRISE SYSTEM CAN NOT ABSORB ALL OF THESE COMPETING FORCES IN THE FORSEEABLE FUTURE UNDER THE BANNER OF EQUAL EDUCATIONAL EXPERIENCES.

APPARENTLY, SOCIO-ECONOMIC SECURITY IS NO LONGER GROUNDED IN BUSING OR COLLEGE DEGREES. IT IS GROUNDED IN JOBS AND JOB OPPORTUNITIES. WORKING IS THE LONGEST OF OUR FOUR LIFE SPANS, AND WILL STILL BE, BY A PRETTY GOOD MARGIN, EVEN IF MANDATORY RETIREMENT WERE REDUCED FROM AGE 65 TO AGE 55.

IN SOME WAY, WE NEED A NEW DECLARATION OF INDEPENDENCE, NOT GROUNDED IN OUR SOVEREIGNTY AS A NATION, BUT GROUNDED IN OUR COMMITMENT TO GREATER EMPLOYMENT OPPORTUNITIES AND NO MORE AN IMPORTANT ISSUE FACES OUR GOVERNMENT. THE FEDERAL GOVERNMENT MUST ACT FORCEFULLY AND QUICKLY IN THIS REGARD, IF THESE TWO MAJOR DICHOTOMIES (EQUAL EDUCATIONAL OPPORTUNITIES AND FREE ENTERPRISE) ARE TO BE BROUGHT BACK IN LINE FOR THE SURVIVAL OF URBAN EDUCATION.

BRINGING BACK INTO LINE THE RELEATIONSHIP BETWEEN SCHOOLING AND WORKING WILL RESOLVE MANY OF THE PRESENT SOCIAL, RACIAL AND POLITICAL ISSUES WHICH ABOUND.

BESIDES, ESTABLISHMENT OF YOUTH EMPLOYMENT OPPORTUNITIES WHILE IN SCHOOL AND JOBS FOR SUCCESSFUL SCHOOL COMPLETERS, I WOULD LIKE TO SUGGEST THAT UNDER THE LEADERSHIP OF THE URBAN LEAGUE, WE NEED TO EMBARK UPON A NEW PROGRAM MARRIAGE BETWEEN SCHOOLING AND WORKING, PATTERNED AFTER EXISTING ARRANGEMENTS BETWEEN OBTAINING AN OPERATING LICENSE AND DRIVING A CAR.

JUST AS EVERY THREE YEARS WE HAVE TO BE CHECKED OUT IN ORDER TO VALIDATE OUR ABILITY TO DRIVE, I BELIEVE, WE SHOULD REQUIRE OUR WORKING FORCE AND THOSE ON SUBSISTENCE

TO BE CHECKED OUT EVERY THREE YEARS ON THEIR KNOWLEDGE AND EDUCATIONAL PERFORMANCE IN RELATIONSHIP TO THEIR WORKING. WHERE ONE'S KNOWLEDGE, SKILLS AND ATTRIBUTES ARE SHORT OF THE MARK, AN ADULT CONTINUING EDUCATION SEQUENCE SHOULD BE PROVIDED IN COOPERATION WITH EMPLOYERS TO EQUIP SUCH WORKERS WITH THE NEW KNOWLEDGE, SKILLS AND ATTRIBUTES NEEDED. NO LOSS OF INCOME OR SUBSISTENCE CHECKS WOULD BE INTENDED OR WOULD RESULT WHILE IN THIS RETRAINING, BUT RETRAINING WOULD BE REQUIRED TO STAY EMPLOYED. SUCH A MOVE COULD VASTLY IMPROVE THE RELATIONSHIP BETWEEN SCHOOLING AND WORKING, AND GIVE OUR URBAN SCHOOLS A NEW SHOT OF ADRENALIN IN THE NAME OF "LIFE LONG LEARNING."

## IV

MANY OF US DON'T PLAN FOR THE RETIRING YEARS, BUT THE FACT IS THAT MORE AND MORE OF US WILL BE ALIVE TO PARTICIPATE IN THE RETIREMENT SPAN OF LIFE.

THERE IS A NEED TO RELATE LIFE-LONG LEARNING TO RETIREMENT, IN ADDITION TO ADEQUATELY FINANCING THE RETIREMENT YEARS. AGE 62 IS NO LONGER A LONG WAY OFF FOR MANY OF US. IN 25 YEARS ONE'S WAY OF LIFE CAN BE

COMPLETELY ALTERED, AND THOSE OF US IN THE SCHOOLING BUSINESS MUST HAVE PERSPECTIVES IN THIS REGARD. AS WE LOOK TOWARD THE YEAR 2000 A.D., JUST A SHORT 25 YEARS FROM NOW, LOOK BACK WITH ME TO 1950, JUST FOUR YEARS BEFORE THE HISTORIC SUPREME COURT DECISION AND THINK OF THE IMPACT.

FOR THE RECORD:

--- THERE WAS NO COMMERCIAL TELEVISION IN 1950.

--- THERE WERE NO TRIPS TO THE MOON.

--- THERE WERE NO MCDONALD HAMBURGER STANDS.

--- THERE WERE NO SUPER MARKETS AS WE KNOW THEM TODAY.

--- THERE WERE NO COMMERCIAL JET AIRPLANES.

--- THERE WERE NO HAND-CARRIED ELECTRONIC TAPE RECORDERS.

--- THERE WAS NO COMPUTER TECHNOLOGY.

--- THERE WERE NO CREDIT CARDS, AND

--- SUPER HIGHWAYS WERE ENGINEERING DESIGNS STILL ON THE DRAWING BOARDS.

--- SUCH A MEETING LIKE THIS ONE COULDN'T EVEN BE HELD IN ATLANTA, GEORGIA, AND MARTIN LUTHER KING WAS UNKNOWN.

THE CHANGES IN THE NEXT 25 YEARS WILL UNDOUBTEDLY HAVE EVEN A GREATER IMPACT UPON OUR LIVES.

BECAUSE OF THE MAJOR STRESS OF BUYING POWER FOR MOST PEOPLE IN THIS LAST QUARTER OF THE 20TH CENTURY, EDUCATION, IN TERMS OF ONE'S SCHOOLING, IS NO LONGER AN END GOAL, IN AND OF ITSELF, AS IT ONCE WAS. FOR MOST AMERICANS, IT IS NOW JUST A MEANS TO ATTAINMENT OF THE AMERICAN DREAM.

THAT AMERICAN DREAM, I BELIEVE, IS WHAT EVERY FAMILY HOPES FOR IN TODAY'S CLIMATE, WHICH IS BASICALLY ECONOMIC SECURITY, FURTHER TRANSLATED INTO:

1. A GOOD EDUCATION FOR OFFSPRING(S).
2. A GOOD JOB FOR THE BREADWINNER(S).
3. A GOOD HOUSE FOR THE FAMILY.
4. A BASIC HEALTH INSURANCE AGAINST ILLINESS.
5. AN OPPORTUNITY TO PARTICIPATE AS A CITIZEN IN OUR DEMOCRATIC WAY OF LIFE. AND,
6. A CHANCE TO ENJOY SOME LEISURE TIME ACTIVITIES, AND TO WORSHIP AS ONE PLEASES.

I FIRMLY BELIEVE, RIGHT OR WRONG, THAT WHAT THE MAJORITY OF THE AMERICAN PEOPLE WANT, REGARDLESS OF THEIR RACE, GEOGRAPHIC LOCATION OR SOCIO-ECONOMIC STATUS ARE THESE BASIC, TANGIBLE THINGS IN LIFE, AND THEY LOOK TO OUR EXCELLENT EDUCATIONAL INSTITUTIONS TO HELP THEM REACH THAT DREAM.

AS WE MOVE INTO THE NEXT TWO HUNDRED YEARS, WE NEED A REDEDICATION AND A REAFFIRMATION TO THOSE DEMOCRATIC IDEALS AND GOALS THAT ARE STILL THE ENVY OF THE WORLD. I THINK WE CAN BE SUCCESSFUL, IN FACT, WE MUST SUCCEED IN URBAN SCHOOLS. BUT, THERE IS IN THIS NEW ERA OF CONSUMERISM, CONFRONTATION AND CONCILIATION MUCH APPREHENSION. FOR IT'S NOT LIKELY THE SYSTEM CAN CONTINUE TO PROVIDE EQUALITY TO BLACKS, EQUITY TO WOMEN AND EDUCATION TO THE HANDICAPPED, WITHOUT SOME MAJOR REORDERING OF AMERICAN PUBLIC POLICY.

IN SUMMARY, I AM CALLING UPON EACH OF YOU AND THE NATIONAL URBAN LEAGUE TO REFOCUS OUR LEADERSHIP IN "FOUR" SPECIFIC AREAS OF URBAN EDUCATION:

--- FIRST, TOWARD "PARENTING" AS AN EXTENSION OF THE PRE-SCHOOL MOVEMENT.

--- SECOND, TOWARD A SHIFT FROM "EDUCATOR PERSONAL PREFERENCE" TO "SCHOOLING OBJECTIVES:.

--- THIRD, TOWARD MOVING THE FEDERAL GOVERNMENT FORWARD IN ESTABLISHING A COMPREHENSIVE "FULL EMPLOYMENT PROGRAM" THAT BETTER RELATES SCHOOLING TO WORKING.

--- FOURTH, TOWARD RELATING URBAN EDUCATION TO THE PROCESS OF "LIFE LONG LEARNING".

SUCH A REFOCUS COULD SIGNIFICANTLY RESTORE THE QUALITY OF URBAN EDUCATION IN OUR PLURALISTIC SOCIETY IN THIS NEW ERA OF CONSUMERISM, CONFRONTATION AND CONCILIATION.

THE CHALLENGE BEFORE US IS AWESOME, FOR TO PARAPHRASE THE WORDS OF PRESIDENT FRANKLIN DELANO ROOSEVELT: THE TEST OF OUR SUCCESS IN URBAN SCHOOLS WILL NOT BE OUR ADDING MORE TO THE ABUNDANCE OF THOSE WHO ALREADY HAVE MUCH; IT WILL BE WHETHER OR NOT WE PROVIDE ENOUGH FOR THOSE WHO BRING TO US TOO LITTLE.

THANK YOU FOR YOUR KIND INDULGENCE.